

Mondays 9-11:50

Professor Schneewind

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This course will guide students as they research and begin writing a senior honors thesis. We will also examine how history has been and is being written: methods and styles used by professional historians over time. We will read both manuals of history and examples of various historical styles in works studying different times, places, and topics. Students should come to class prepared to discuss the assigned readings, and complete all written assignments, which lead up to the thesis and apply course readings to the student's own topic. The completed thesis will be due at the end of the winter quarter (2012), without exception, and should be 30 to 50 pages long (double-spaced, 12-point type).

Required Reading. Available at the campus bookstore:

J.W. Davidson and M.H. Lytle. *After the Fact: The Art of Historical Detection*, 6th ed.

Natalie Zemon Davis, *The Return of Martin Guerre*

Gordon Harvey, *Writing with Sources: A Guide for Students*

John M. Hobson, *The Eastern Origins of Western Civilization*

George Iggers, *Historiography in the Twentieth Century: From Scientific History to the Post-Modern Challenge*, 2nd ed.

Richard Marius, *A Short Guide to Writing about History*

Sarah Schneewind, *A Tale of Two Melons: Emperor and Subject in Ming China*

James Scott, *Domination and the Arts of Resistance: Hidden Transcripts*

Shen Fu, *Six Records of a Life Adrift* (new translation by Graham Sanders)

The coursepack has most other readings. Buy one at www.universityreaders.com.

Course Requirements:

- Attend every class, arrive on time, bring the reading, and take notes by hand. No computers in class unless we need them for particular readings. Active, intelligent participation is expected [20%].
- Follow the Policy on Academic Integrity.
- Check the WebCT site regularly.
- A reading journal (at least 15 pages) is due Dec. 2, but I may ask to look at it before that. Write in this journal every week before class. For each assigned reading, make notes about the main point(s) of the text, how the author uses sources, and how the argument is structured. Relate each of these to your own work: do the major points affect your topic? Do you see new ways to read your sources? Might this structure of argument work for you? Jot down also specifics that interest you, comments on style, connections to other readings, etc. After class, write again: did discussion change your mind or raise new questions? [30%].
- 2-3 page paper, due Week 5: Describe your topic, your questions, and your work plan for research and writing, keeping in mind that the final project is due at the end of

- Winter quarter. Include your key primary and secondary sources. [10%].
- Annotated bibliography, due Week 8: List, categorize, and explain the sources you are using: why did you select each one? What does it do for your topic? [20%].
 - One 4-6 page discussion of your topic, due Week 10: This is a more developed combination of the first two exercises: explain how you will frame your topic in light of the class readings and your own research. You may include an outline in addition to stating the overall importance, meaning, and approach of your honors thesis [20%].
 - If you need help or have questions, contact the professor immediately.

Class Schedule:

Week One: Practicing History/Changing Paradigms

Marius, *A Short Guide to Writing about History*, chs.1-3

Iggers, *Historiography in the Twentieth Century* (skim book; focus on introduction, conclusion & epilogue)

Week Two: Starting with Stories

Marius, *A Short Guide*, 94-109, chapter 6 (taking research notes)

Davidson and Lytle, *After the Fact*, Prologue and chapters 1,2,4,5

Robert Darnton, "Workers' Revolt: The Great Cat Massacre of the Rue Saint-Severin," in *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Basic Books, 1984): 75-104.

Sarah Schneewind, *A Tale of Two Melons*

Week Three: The Distortions of Power

James Scott, *Domination and the Arts of Resistance: Hidden Transcripts*

Davidson and Lytle, *After the Fact*, chapters 6-10

Week Four: A Grand Synthetic Critique

John Hobson, *The Eastern Origins of Western Civilization*

Davidson and Lytle, *After the Fact*, chapters 11-12

Week Five: Extrapolation and Interpretation

Natalie Zemon Davis, *The Return of Martin Guerre*

Finley/Davis Debate on JSTOR, *American Historical Review* 93:3 (June 1988), 553-603

→2-3 pp. on your topic due.

Week Six: No Easy Answers: A Set on Spiritual Women

Davidson and Lytle, *After the Fact*, Chapter 3 on the Salem Witch Trials

Sherry B. Ortner, "The Problem of 'Women' as an Analytic Category," in *Making Gender: the Politics and Erotics of Culture* (Boston: Beacon Press, 1996): 116-138.

Carol Bynum, "Religious Women in the Later Middle Ages," in her *Holy Feast and Holy Fast: The Religious Significance of Food to Medieval Women* (Berkeley: University of California Press, 1987): 13-30.

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Nancy Caciola, "Mystics, Demoniacs, and the Physiology of Spirit Possession in Medieval Europe," *Comparative Studies in Society and History* 42: 2 (April 2000): 268-30

Suzanne Cahill, "Wang Fengxian," from her *Divine Traces of the Daoist Sisterhood: "Records of the Assembled Transcendents of the Fortified Walled City," by Du Guangting (850-933)* (Magdalena, NM: Three Pines Press, 2006), pp. 180-185.

Week Seven: Experience

Joan W. Scott, "The Evidence of Experience," *Critical Inquiry* 17. 4 (1991): 773-797

Shen Fu, *Six Records of a Life Adrift* (translated by Graham Sanders) (c. 1800; translation Hackett: Indianapolis, 2011)

Week Eight: Writing History despite Epistemic Despair

Gail Hershatter, chapter 1, "Introduction: Knowing and Remembering," in *Dangerous Pleasures: Prostitution and Modernity in Twentieth-Century Shanghai* (Berkeley: University of California Press, 1997), pp. 3-33.

Christian de Pee, introduction, "The Practice of the Text," in *The Writing of Weddings in Middle-Period China: Text and Ritual Practice in the Eighth through Fourteenth Centuries* (Albany: SUNY Press, 2007), pp. 1-20.

Dominick La Capra, "Articulating Intellectual History, Cultural History, and Critical Theory," in *History and its Limits: Human, Animal, Violence* (Ithaca: Cornell University Press, 2009): 13-36.

→Annotated bibliography due.

Week Nine: Interpreting Contentious Issues

Marius, *A Short Guide*, pp. 105-118, Chapters 5 and 6 (writing)

Gordon Harvey, *Writing with Sources*

Davidson and Lytle, *After the Fact*, chs. 12-15

Robert Darnton, "Writing News and Telling Stories," *Daedalus* issue called "Wisdom, Revelation, and Doubt: Perspectives on the First Millennium B.C." 104.2 (1975): 175-194

Week Ten: It's All About You

→Four-five page précis of your topic due for discussion with the seminar. Post by Friday night. Write up comments and questions on each person's précis and bring them to class.

→ December 2nd: Reading journal due.

The syllabus may change.